

Protecting the State's Investment: Maintenance of Public School Facilities

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Presentation to the PSCOCTF

by

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Outline

- Defining the current status
- Facility Maintenance Assessment Report (FMAR)- "What we are looking for"
 - (FMAR) Statistics
- Challenges/Obstacles
 - Fishbone diagram
 - Survey
 - Survey Results
- Possible solutions/direction/needs

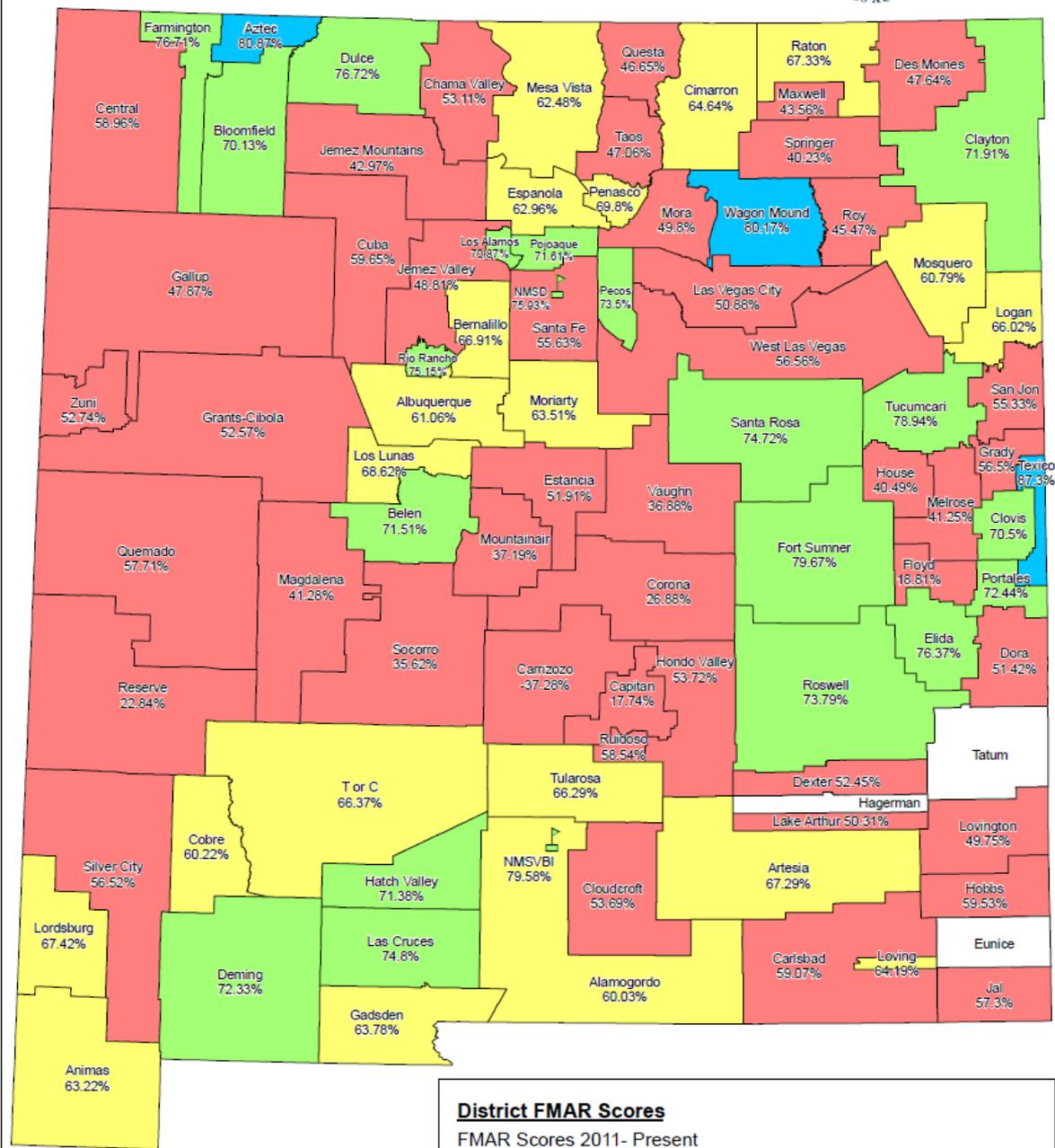
“What we are looking for”

- Site-
- Exterior-
- Interior-
- Building Systems-
- Maintenance Management-
 - Preventive Maintenance Plan-22-24-5.3
 - Staff Development, Safety, Contractor Oversight, Five year Facility Master Plan (FMP)
 - Facility Information Management System (FIMS)-22-24-5.5

FMAR Statistics

- 616 Total FMARs Conducted 2011 to present
- Number of districts reviewed 88 of 91
- Seventy Three Percent (73%) of the Districts are in less than Satisfactory maintained conditions
- Statewide Average FMAR Score is **58.02 % or Poor** Maintenance Effectiveness

SATISFACTORY: *Maintenance activities demonstrate a sufficient maintenance program which is sufficient to meet the demand or requirement; adequate or suitable; acceptable (Source: Dictionary.com). Maintenance Rating: 70.1% to 80%.*



District FMAR Scores

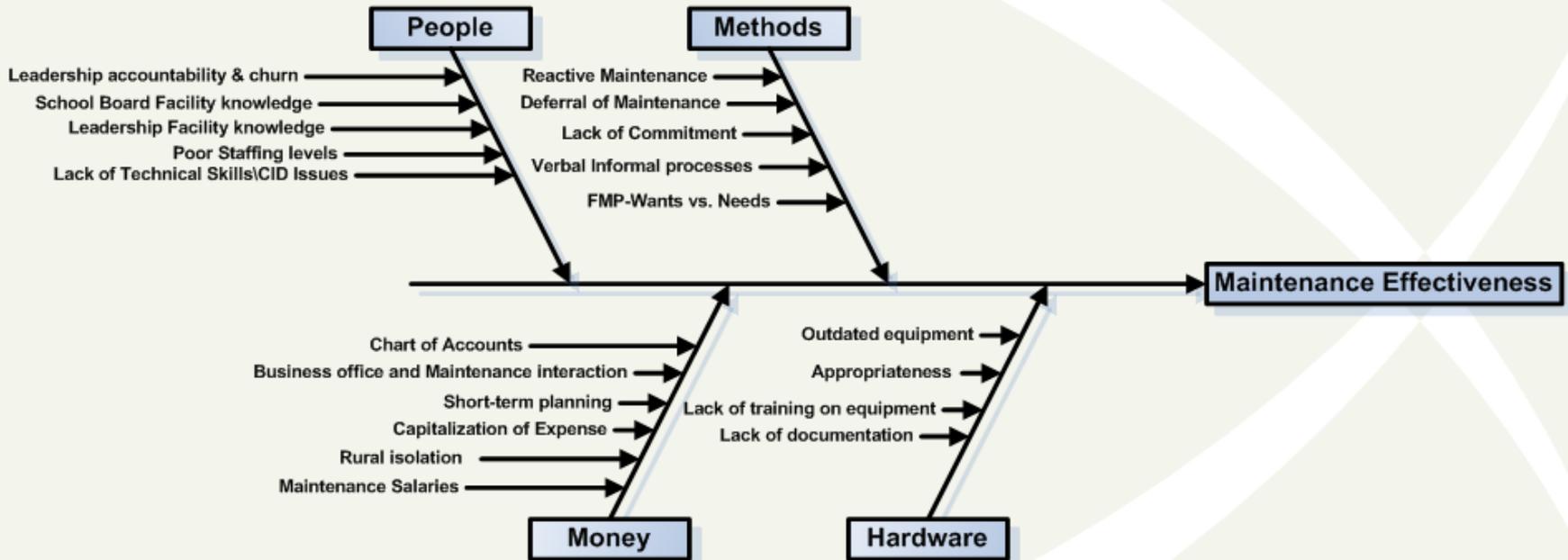
FMAR Scores 2011- Present

- -37.28% - 60.00% (Poor)
- 60.01% - 70.00% (Marginal)
- 70.01% - 80.00% (Satisfactory)
- 80.01% - 90.00% (Good)
- 90.01% - 100.00% (Outstanding)
- 🚩 Schools

For Definitions Refer to Link:
http://www.nmpsfa.org/Maintenance/Guidelines/FMAR/FMAR_Reference_Guide-012312.pdf

Root Causes of Current Conditions

Factors contributing to FMAR Average Score of 58.02%
(where 70.1% is passing)
at our NM schools.



Maintenance Effectiveness Survey

Please rank how the following factors challenge our NM districts' ability to improve their Maintenance Effectiveness.

People

Factors:	Score:
Leadership Accountability & Turnover Rate	
School Board Facility Knowledge	
Leadership Facility Knowledge	
Poor Staffing Levels	
Lack of Technical Skills	

Methods

Factors:	Score:
Reactive Maintenance	
Deferral of Maintenance	
Lack of Commitment	
Verbal Informal Processes	
FMP - Wants Vs. Needs	

Funding

Factors:	Score:
Chart of Accounts	
Business Office & Maintenance Interaction	
Short-term Planning	
Capitalization of Expense	
Rural Isolation	
Maintenance Salaries	

Hardware

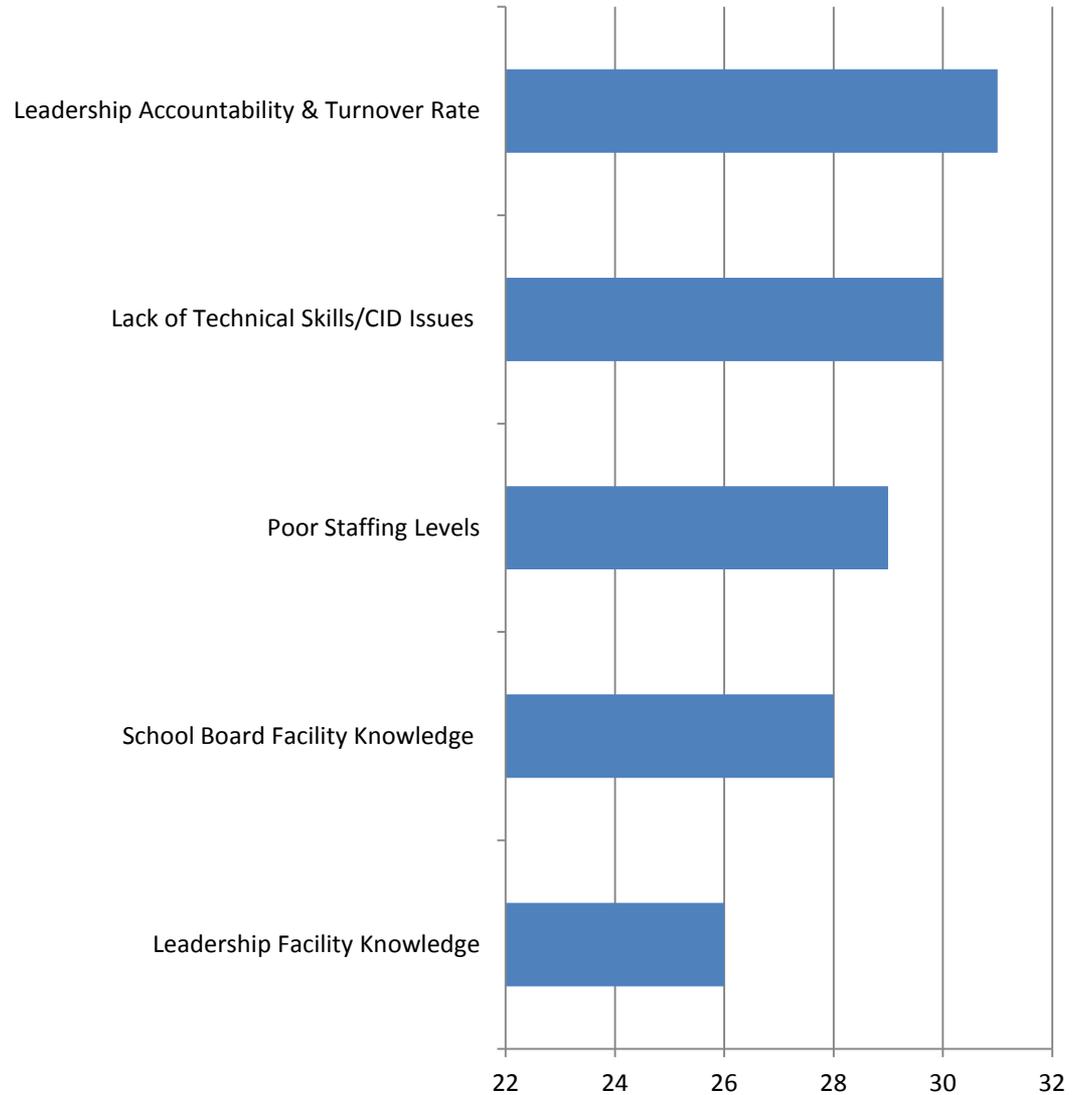
Factors:	Score:
Outdated Equipment	
Appropriateness	
Lack of Training on Equipment	
Lack of Documentation	

Legend:

3	Most Negative Effect
2	Moderate Negative Effect
1	Least Negative Effect

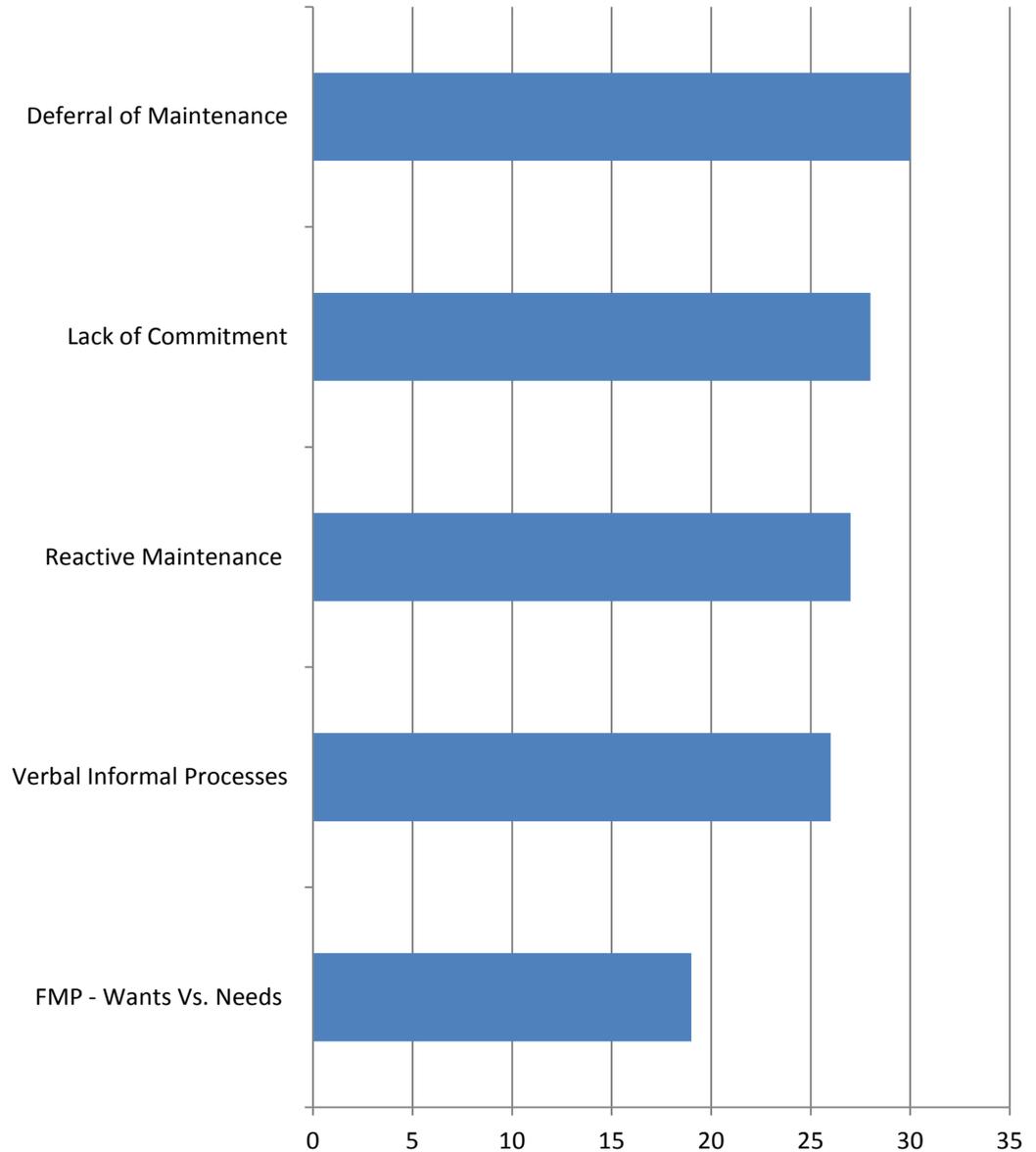
Survey Results-**People** factors

- Districts with leadership that is stable tend to maintain their schools more effectively.
- Technical skills to maintain the complex systems in our schools are few and far between.
- CID rules hinder districts who are trying to become self sufficient in developing their technical resource.
- Low staffing levels exacerbate the maintenance problem.
- School Boards should walk their facilities to understand the magnitude of the work.
- Leaders should have a basic knowledge of their facilities.



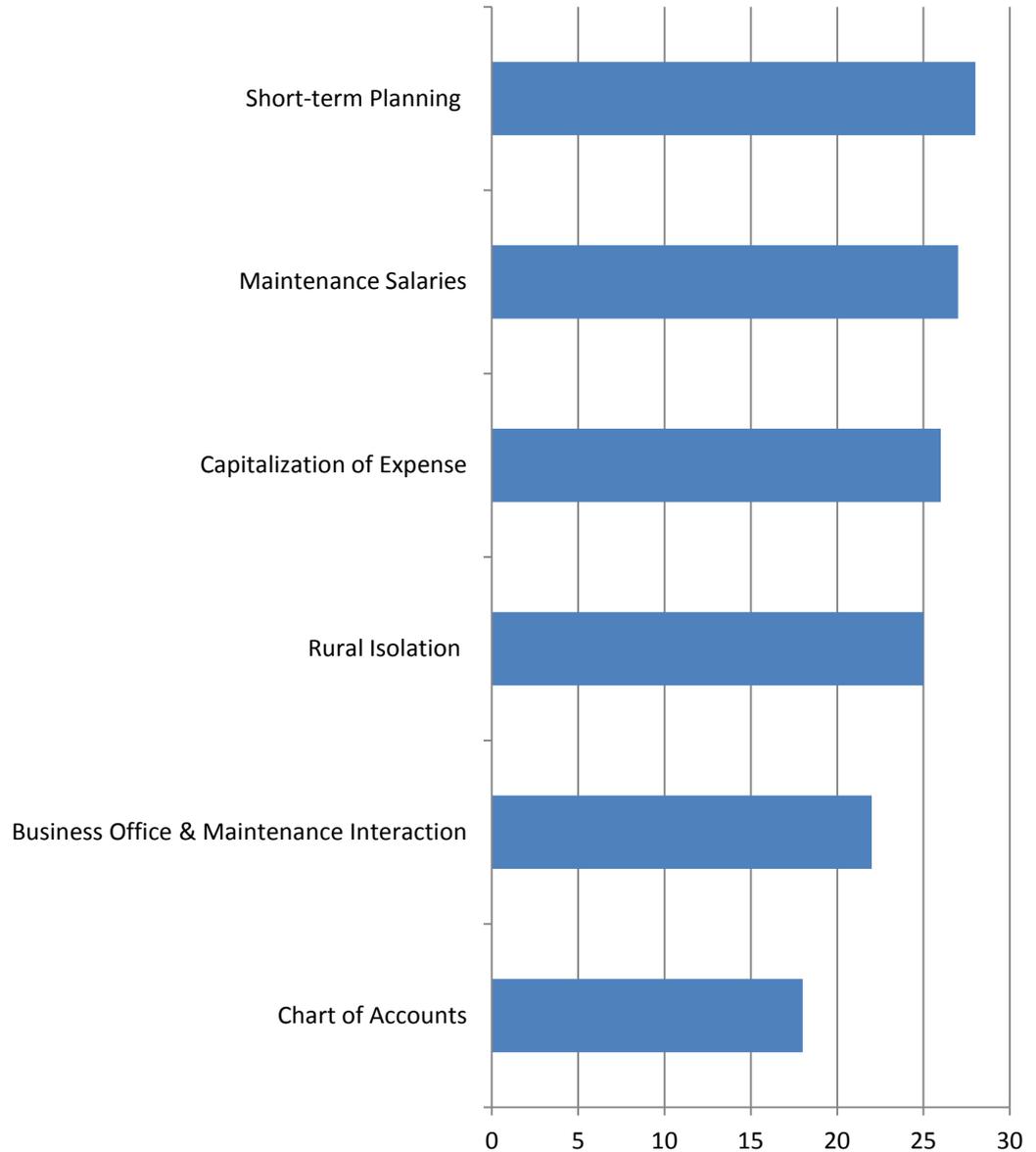
Survey Results-Method factors

- Deferral of maintenance is common when district leaders are thinking for the short term.
- Commitment levels wane without good leadership
- Reactive maintenance is three times the cost of preventive maintenance.
- Verbal informal processes add no value, 'if it was not written it didn't happen.'
- Wants supersede needs because of the short term thinking.



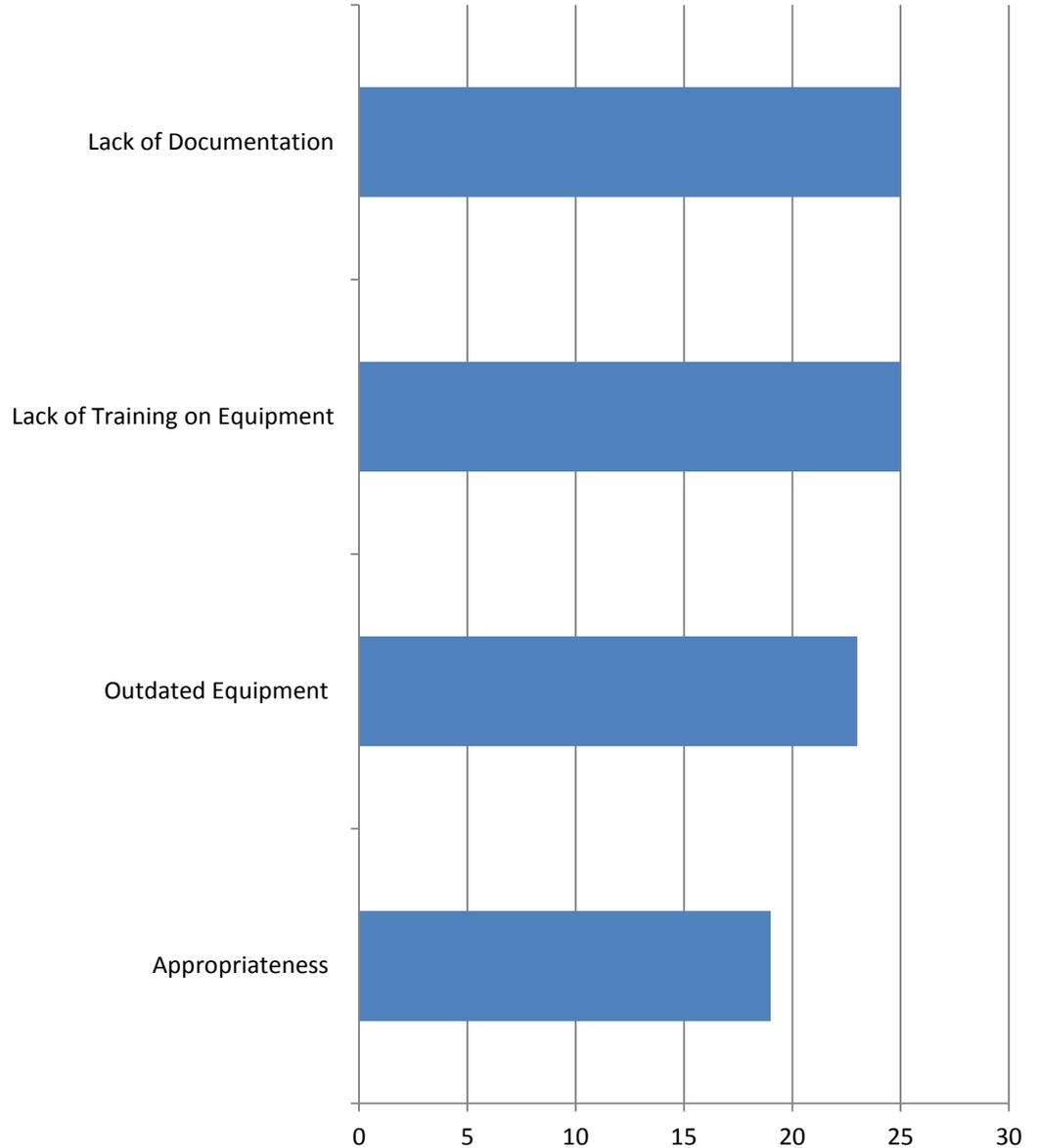
Survey Results-Funding factors

- Short term thinking ends up costing more over the life of the facility.
- Qualified personnel cannot be retained at current salaries.
- Replace it vs. maintain it .
- Technical services are more expensive and harder to get in rural locations.
- Maintenance staff do not get the financial support needed to maintain the facilities.
- The current Chart of accounts methods allows for certain function codes to be 'Optional' Maintenance is one of them.



Survey Results-**Hardware / Tool** factors

- Documentation gets lost due to informal processes or leadership churn.
- Training on equipment takes effort and costs \$\$\$
- Old unserviceable equipment continues to be used rather than upgrading to more efficient types.
- Equipment should be appropriate for the task at hand, 'mop and pail vs. riding unit.'



Moving forward with People

- Make maintenance effectiveness a part of Superintendents responsibilities and include in their evaluations.
- CID Maintenance Certification – Legally allow maintenance to exchange like parts. Certification would be based on applicants knowledge of what work they cannot do and that must be done by a licensed contractor.

Moving forward with **Methods**

- Offer facility maintenance as a trade and with stipend for staff and students who provide on-site services.
- Building Operators certificate program (level 1) is available at our local community colleges.
- Outsource Maintenance/ Custodial

Moving forward with Funding

- Revise Accounting Codes to support understanding of budgeting and expenditures for Facility – Planning, Acquisition, Maintenance, and Operational Costs including Custodial.
- Define what Support Services entails at each school and budget as a part of Operational Costs and allow volunteer services.
- Once defined, appropriate salaries can be developed to support the need.

Moving forward with Hardware / Tools

- Require that real-time utility consumption be included in measurement and verification (M&V).
- Empower and encourage maintenance and custodial staff to look for better tools and methods.

Next Steps?

